

## **ASSESS THE OVERLAPPING CURRICULUM ALIGNMENT AT PRIMARY LEVEL IN EDUCATIONAL SYSTEM. A CASE STUDY OF DISTRICT MASTUNG BALOCHISTAN PROVINCE**

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### ***Abstract***

*Present study was carried out so as to assess the overlapping curriculum alignment at primary level in educational system. A case study of district Mastung Balochistan province. In this regard, a descriptive types of research was used. One hundred teachers were selected by using random sampling. Most (34%) of the respondents having graduate/B.Ed.level degree. Most (43%) of the respondents had fall in the age category explicitly 31 to 35 years. Very vast majority (99%) of the respondents had hardly preferred to kept the joint or combine family system. Most (44%) of the respondents had 21 to 30 years' service experience. Majority (75%) of the respondents were like the learning or their relent courses. Most (35%) of the respondents were perceived that listing ideal were the most important variables about curriculum alignment. Most (23%) of the respondents were of idea that the critically evaluate, at a basic level was the imperative variable about the demonstration the curriculum alignment. Half (50%) of the respondents were of the view that inquiry was the imperative variable. The null hypotheses were also tested. As the results of present research study are important for the policy-makers and open new venue and door for the future direction about the curriculum development or alignment. The following suggestions or recommendations are a result of the images assumed at the achievement of the present restudies. Curriculum is the important segment of the educational content. That arise the educational dimension at parallel mode. In this regard, additional research should be conducted so as to fulfill the gap as well as compensating precise reflection to in what way co-curricular alignment are happening or categorized.*

**Keywords:** overlapping curriculum, primary, educational Mastung, Balochistan.

## **Introduction**

Instruction as educational aspect is a crucial part of human redesigning and a basic right of individually occupant. Instruction is contemplated to have a solid relationship with social and monetary advancement of a nation. No nation can increase manageable money related advancement without extensive financing in human capital. Instruction improves people's data and supplements their specialized abilities of investigating new thoughts. It enhances the tasteful in their lives and prompts broad social prospects to people and society. Pakistan is dedicated to offer tutoring, increment proficiency rate, potential working of educators, and upgrade of focuses in every single scholastic establishment.

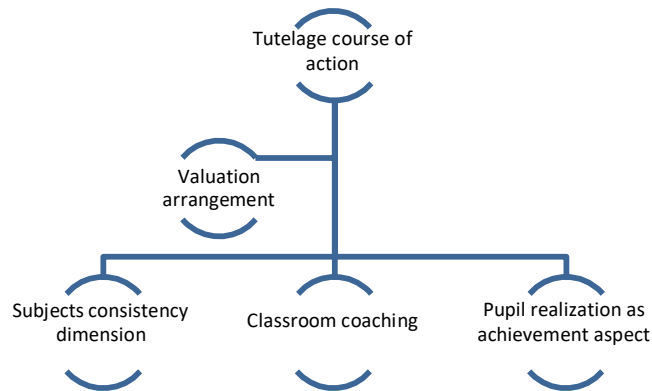
Federal and provincial governments are dedicated to offer free schooling up to the Matric degree. National and provincial governments are encouraging and facilitating the personal area to make investments in the schooling region for its advertising as a nationwide foundation (GoP, 2015-16).

Pakistan Vision 2025, pursuits at enormous enlargement as properly improvements within the best of schooling, growing public expenditure to four.0 percent of GDP by the years of 2018. Comprehensive reforms, comprising of distinct moves in curriculum, pedagogy, technology, governance, evaluation as well as social and monetary relevance may be made within the instructional gadget to improve the nice of public education. The 11th Five yr. Development Plan (2013-18) is aimed to decorate control and administrative capacities in schooling sector in any respect levels encourage public private participation and enhance personal zone investment. It also consists of governance reforms and adoption of regulatory and structural improvements within the system (GoP, 2015-16).

Alignment theme is usually implicit as settlement among a hard and fast of contented values, an evaluation rummage-sale to degree those values. Through organizing contented requirements, participants in a schooling device regulate what college apprentices are predicted towards recognize, capable of did at each score degree. Educationalists remain the anticipated

to teach scholars the use of curricula that comply with the educational values. Eventually, exams are rummage-sale to preserve scholars as well as teachers answerable to the requirements.

**Figure. 1. Parallel and analogous alignment with the relation horizontal and vertical inside an edificationas educational arrangement.**



*Source: (Webb, 1997b).*

### **Horizontal as parallel alignment**

The description of horizontal arrangement isn't always an in particular new idea inside the have observe of assessment (Bloom, Madaus, Impara, 2001; Webb, 1999; Tyler, 1949). Horizontal arrangement is the diploma to which an evaluation fits the corresponding content material standards for a topic area at a specific grade stage (Porter, 2002; Webb, 1997b; Webb, 1997a). The strategies for representative the placement among assessments and supplies have grown extra cultured. Valuations want to match the breadth and intensity of the standards to be considered strongly aligned. There are many reasons for manufacture sure straight alignment. When powerfully aligned, requirements and checks convey readability to the education device by way of imparting a coherent set of expectations for college students and educators. The tests concretely represent the requirements, supplying an aim upon which teachers can attention their training and students can attention their research. By means of school room schooling that follows requirements, instructors can correctly prepare their students for the accountability assessments.

Arrangement to the necessities also ensures that the appraisal is a genuine convey of records. A have an investigation of an appraisal's certificate of arrangement to the principles can confirmation of legitimacy. An authentic assessment produces insights that might be translated as exhibiting a researcher's prosperity inside the trouble zone which the assessment covers (Webb, 1997b; Impara, 2001; Ananda, 2003; Resnick, Rothman, Slattery, and Vranek, 2003). Arrangements can moreover expand an appraisal's unwavering quality, the capacity of assembling consistent estimations of researcher satisfaction.

### **Perpendicular as analogous alignment**

Benchmarks, appraisals constitute best a piece of a training as machine patterns. Different components of the tutoring framework incorporate educational module, course book content, the conclusions of partners (comprehensive of guardians), address room direction, and researcher achievement results (Webb, 1997b; Porter, 2002; La Marca, Redfield, Winter, Bailey, and Despriet, 2000;). Those components assume different parts at exceptional levels of a preparation framework. In any case, these parts extent the normal reason for showing understudies all together that they develop to be achievement natives. Thus, preparing specialists have started talking about regardless of whether the general training machine might be strengthened by methods for adjusting those extraordinary components. Vertical arrangement is the arrangement of various components of an entire training framework. Vertical arrangement can emerge at enormous or exact scopes of an instruction gadget. A key case of vertical arrangement has just been talked about. At the point when guidelines based obligation checks are introduced, teachers design address room direction takes after benchmarks (Webb, 1997b; Porter, 2002). Standards and tests vertically associated with one additional in order replicate reasonable, regular instruction for coaching topic vicinity stage. Accountability valuation outcomes deliver remarks around electricity of tutelage. Statistics would use through officials to assess distinctive training device modifications aimed at development as a result. These changes deliver the schooling machine into nearer alignment so that its elements characteristic in parallel toward their not unusual aim. Eventually, laborious necessities work for as principle pressure (Webb, 1997b; Ananda, 2003; Webb, 1997a; Anderson, 2002 and Porter, 2002).

Balochistan territory region shrewd biggest area of Pakistan and broadly perceived to be the minimum created region of nation. The secured zone is around one half (roughly, 43%) of the Pakistan. Then again, represents unprejudiced five percent of the whole populace. Balochistan is rich in minerals and its eastern areas represent an extensive piece of the flammable gas yield of Pakistan. Other mineral assets, for example, coal, copper, and gold are additionally huge dominatingly in the Northwest zones of the area. Balochistan setting, the monetary development has been confronted server issues and difficulties, for example, water deficiencies, unavailability of instructive viewpoint, and immature framework. Also, social and monetary extension had been limited due to the predictable and never-ending doubt. One regular view held by the government about Baluchistan's financial advancement is that innate social association goes about as an obstacle to advance. The informative region had been miserable circumstances. Only eight % adolescents appearing to be first checks were in the earlier year, this sum was to some degree refined among women as differentiated and folks 79 %. However, net opening rate at basic preparing level was 20%. Whereas net review school support was 44%. Nevertheless, net discretionary school proximity leftover portion was 28%. Thus the (GPI) for basic mentoring the (NAR) and helper school appearance accustomed Net Attendance Ratio of young women to young fellows independently.

The zone as the province of Balochistan was viewed as biggest and slightest create area of the country. Training enhances expectations for everyday comforts and improves the personal satisfaction .It can give basic chances to all. Through universal traditions and responsibilities a considerable lot of the world's states, have perceived training as a human right. Obviously that in a quickly evolving world, instruction has turned out to be more essential than any time in recent memory. Looked with expanding globalization, the fast spread of majority rules system, mechanical advancement, the rise of new market economies and evolving open/private parts, creating nations require all the more exceedingly instructed and gifted populaces. Essentially, people require added aptitudes and data to contend and flourish.

### **Problem statement**

Observational instructive framework had been respected whichever in state of perpendicular soul otherwise flat element. Instructive loop assume a lively part as well as viewed as community motor in which improve

equivalent contexture learning of people (World Bank, 2006). Balochistan region consider as the poorest territory of the Pakistan and confronting the some kind of interminable impediments, for example, stifle physical foundation, extraordinary neediness, for-long/remote region and so forth. The dominant part of womenfolk have absence of access to instruction courtesies and was ignorant, similarly the proportion of male understudies, the female understudies drop out as more prominent degree. The region of Balochistan to be underneath the term of instruction portion. Which mirroring the negative effect not just socio-instruction example of the country populace additionally makes clamorous conditions with the regard of the wellbeing and security. Because of the concurrent horde quantities of tuition based schools, the instruction vision simply confined to the creating salary and improves their income. The devout training calling has progressed toward becoming quandary between the general population and tuition based schools setting. The educational programs (essential up to registration level) isn't exclusively satisfying the standard criteria according to necessities of alternate areas. Plus, these educational modules of the understudies or apprentices are else long and stacked despite the fact that the kids. These categories of movements not just deliver lopsidedness brain science of the youngsters' demeanor yet additionally produce the dreary assignment for the understudies. Keeping in see this the present research was led Mastung locale, of Balochistan with a specific end goal to examine the covering educational programs arrangement at essential level of instructive framework.

### **Objectives:**

The general impartial of present investigation was to study the overlapping curriculum alignment at primary level of educational system. A case study of district Mastung province of Balochistan.

1. To find out the demographic characteristics of the respondents.
2. To explore the factor affecting the primary level of educational process regarding competing and over lapping curriculum alignment in the study area.

### **Hypotheses:**

The hypothesis were also rummage-sale.

*H<sub>01</sub>*. There are no significance differences between the beliefs of the respondents about overlapping curriculum.

*Ho2.* There are no significance differences between the beliefs of the respondents about competing curriculum.

## **Methodology**

Present research was a reasonable inspection vis-à-vis the descriptive survey strategy. Descriptive type research to gaining the judgment of respondents approximately the contemporary complaint of the natural singularities as reported by (Trochim 2000; Gall *et al.*, 2006). One hundred (100) respondents among them ninety respondents (SST+20; EST+20; JET+20; JVT+20; HM+10 =90) were selected by using the systematic sampling procedure. The sample size of was studied through using the tables of “selecting sample sizes” (McCall 1980; Fitz-Gibbon and Morris 1987; Wush, 1987) at the .05 percentages or error incidence. Cronbach’s Alpha program was rummage-sale with the intention of govern the reliability of the survey. A well structure feedback form was settled in order to obtaining the respondent’s insight regarding primary level curriculum alignment. The pilot study was conducted of 15 (fifteen) respondents in order check the validity and reliability. The reliability constants are vacillating from .72 to .79, portentous that the lucid predetermination of the questionnaire was worthy as suggested by (Nunnally 1966). The local language like (Brahvi) finished the discussion supplementary laidback. School teachers were as long as provided the information without, a trust between researcher and respondents. The discussions were showed as well as answers were recorded on previously intended opinion poll. The statistics were sorted out in a coding tally sheet. Information were broke down by ascertaining frequencies and rate with a specific end goal to mean and checked the view of the respondents. The crude information was assessed and enter in into Statistical Packages for the Social Sciences (SPSS). Be that as it may, recurrence, rate, standard deviation, standard mistake were utilized. One-Way-ANOVA was used and keep running up to check the respondent discernments variety and error at .05 alpha levels in view of Likert five point scaling produced for this reason.

## **Results and discussion**

### **Socio-demographic profile of the respondents**

Socio-economic profiles of the school teachers respondent was measured the maximum domineering factors as variable about decision-

making procedure (Siddiqui, 2004; Aleneet *al.*, 2005; Chaudhary, 2005; Memon, 2007; Mohamed and Temu, 2008).

**Table.1. Educational level of the respondents**

<i>S.N.</i>	<i>Educational Level</i>	<i>N</i>	<i>%age</i>
1.	Primary	5	5%
2.	Matric	10	10%
3.	Intermediate	12	12%
4.	Graduation/ B.Ed.	34	34%
5.	Master/ M.Ed.	22	22%
6.	Others	17	17%
<b>Total</b>		<b>100.0</b>	<b>100.0%</b>

The educational qualification ranks of the respondents were remained an energetic role, in this regard thee data depicted in the table-1, most (34%) of the respondents having graduate/B.Ed.level degree, followed by 22% of the respondents who had master or M.Ed. degree. While, 17% of the respondent had others (diploma or other discipline) degree. However, (10%) of the respondents who had intermediate certificate.

**Table.2. Age composition of the respondents**

<i>S.N.</i>	<i>Age</i>	<i>N</i>	<i>%age</i>
1.	18-25	10	10%
2.	26-35	23	23%
3.	31-45	43	43%
4.	46-55	13	13%
5.	56 and above	11	11%
<b>Total</b>		<b>100.0</b>	<b>100.0%</b>

Age as the composition has commanding factor in the setting of socio-demographic are shown in table.2. Most (43%) of the respondents had fall in the age categoryexplicitly31 to 35 years, while the23% who had fall in the age category of 26 to 35. While, (10-11-13%) of the respondents had fallen in 18 to 20, 54 and above and 54 and 55 years of age category respectively.

**Table.3. Family structure or type of the of the respondents**

<i>S.N.</i>	<i>Type of family</i>	<i>N</i>	<i>%age</i>
1.	Joint	99	99%
2.	Combine	1	5%
<b>Total</b>		<b>100.0</b>	<b>100.0%</b>



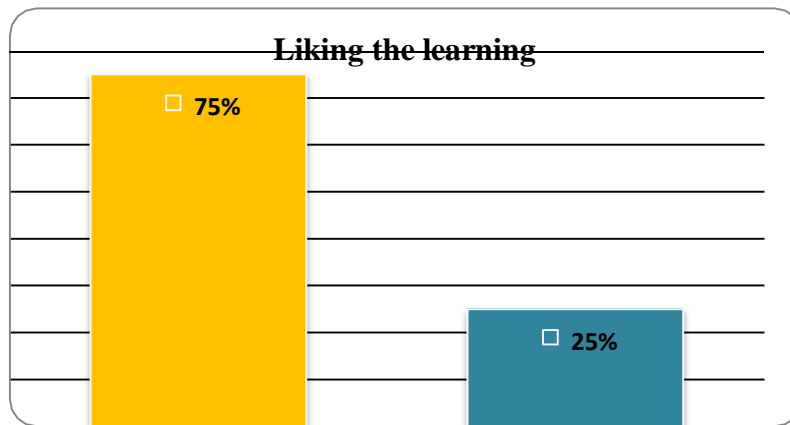
In Pakistan, joint family systems most preferred by the rural masses. Very vast majority (99%) of the respondents had hardly preferred to kept the joint or combine family system and only 1% of the respondents lived in the combine family system as shown in table.3.

**Table.4. Services experiences of the respondents**

S. NO.	Age	N	%age
1.	1-10	22	22%
2.	11-20	34	34%
3.	21-30	44	44%
<b>Total</b>		<b>100.0</b>	<b>100.0%</b>

The services experience of the respondents another important variable as shown in table-4. Most (44%) of the respondents had 21 to 30 years' service experience. While 32-22% of the respondents had 1 to 10 and 11 to 20 years' service experience respectively.

**Figure.2. Perceived score of respondents perceptions about liking the learning**



The respondents were enquired that who would they rate their perceptions about the liking of learning demine, in this aspect of information as data reveals in figure-2. Majority (75%) of the respondents were like the learning or their relent courses. Whereas 25% of the respondents were perceived that they did like the study as learning aspect.

**Table.5. Perceived score of respondents according to curriculum ailment**

<i>S.N.</i>	<i>Variables</i>	<i>%age</i>
1.	Reading	Information text
		Foundation Skills
		Knowledge dimension
3.	Writing	Text types and purposes
		Production and distribution of writing
		Research and presentation of knowledge
		Range of writing
4.	Speaking and listing	Comprehension and collaboration
		Presentation of knowledge and ideal
5.	Language	Conventions of standards English
		Knowledge of language
		Vocabulary acquisition and use
<b>Total</b>		<b>100.0</b>

The respondents asked to provide their perception about curriculum alignment as shown in table-5. Most (35%) of the respondents were perceived that listing ideal were the most important variables about curriculum alignment. Followed by (25-25%) of the respondents were perceived the 2<sup>nd</sup> most important variables about curriculum alignment respectively. However, reading (Information text, foundation skills and knowledge dimension the least important variables reading the curriculum alignment (25%).

**Table.6. Distribution of respondents according to demonstration the curriculum alignment**

<i>S.N.</i>	<i>Demonstration the curriculum alignment</i>	<i>N</i>	<i>%age</i>
1.	Demonstrate awareness about curriculum alignment	12	12%
2.	Escalate the tasks of the staff	5	5%
3.	Exhibit importance of curriculum alignment	4	4%
4.	Escalate the role of staff	9	9%
5.	Evaluate the opportunities	8	8%
6.	Critically evaluate, at a basic level	23	23%
7.	Frame, at a basic level, innovative solutions to solve the problems	17	17%
8.	Use sounded expertise to encourage a target audience	13	13%
9.	Contribute as an operative member of a team	9	9%
<b>Total</b>		<b>100.0</b>	<b>100.0%</b>

The outcome of the table 6 depicts that the most (23%) of the respondents were of idea that the critically evaluate, at a basic level was the imperative variable about the demonstration the curriculum alignment. While (17-13-12%) of the respondents were of idea that the frame, at a basic level, innovative solutions to solve the problems, use sounded expertise to encourage a target audience and demonstrate awareness approximately curriculum alignment were the most important variables. While contribute as an operative member of a team, escalate the role of staff, evaluate the opportunities, escalate the tasks of the staff and exhibit importance of curriculum alignment got lowest percentage that are (9-8-5 and 4) respectively.

**Table7. Distribution of respondents according to pre-schooling knowledge**

S.N.	Preschool Knowledge	N	%age
1.	Associations	0	0
2.	Problem solving	0	0
3.	Attributes	12	12%
4.	Segmenting and blending	0	0
5.	Function	0	0
6.	Labels	0	0
7.	Reliance	13	13%
8.	Classifying	0	0
9.	Comparing and contrasting	14	14%
10.	Comprehending	0	0
11.	Creating	11	11%
12.	Inquiry	50	50%
<b>Total</b>		<b>100.0</b>	<b>100.0%</b>

The present study was enquired about the pre-schooling knowledge as shown in tanle-7. Half (50%) of the respondents were of the view that inquiry was the imperative variable. While most (14%) of the respondents were of the view that comparing and contrasting another imperative variable. Whereas, 11-12% of the respondents were of the view that the attributes and creating factors was another imperative variables.

### Testing hypotheses

**Table.8. Perceived score concerning overlapping curriculum**

Dependent variable	Administrative staff		Supporting staff		S.E.D	P-value
	M.S.	S.D.	M.S.	S.D.		
Overlapping curriculum	2.44	1.28	1.53	.643	.25	3.60**

Present study was determining the perception of the respondents about the curriculum alignment as shown in table-8.

*Ho1.* There are no significance differences between the beliefs of the respondents about overlapping curriculum.

Significant difference of group perceptions were existed about the overlapping curriculum aspect at 0.05 probability level. Consequently hypothesis was rejected in favor of alternate H regarding overlapping curriculum. Hence it was concluded that the overlapping curriculum part and parcel with the term of educational contents.

One of the hypotheses that:

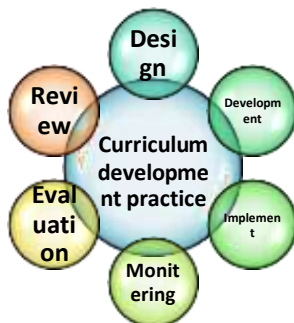
*Ho2.* There are no significance differences between the beliefs of the respondents about competing curriculum, was tested.

**Table.9. Perceived score concerning overlapping curriculum**

	Administrative staff		Supporting staff		S.E.D	P-value
	M.S.	S.D.	M.S.	S.D.		
Competing curriculum	2.50	1.369	2.21	1.369	.939	.350 <sup>NA</sup>

There was no significant variance of respondents perceptions were occurred about the competing curriculum aspect at 0.05 alpha level. “There are no significance differences between the beliefs of the respondents about competing curriculum” accepted in the favor of alternate hypothesis regarding the competing curriculum feature. Hence it was concluded that the competing curriculum not too important with the term of curriculum alignment.

**Figure.3. Curriculum development model.**



Effective curriculum development plays diverse and multi-dimensional title role. However, reviewing, design, expansion or development, implement, monitoring and evaluation as the key success part of the curriculum development practices as shown in figure-

3. Present curriculum development model was elaborating the effective premises of horizontal and vertical curriculum expansion.

### **Conclusions and recommendations**

Education aspect was regarded as the imperative aspect of human socio-economic upgrading and an essential right of respectively inhabitant. Education is taken into consideration to have a strong correlation with social and economic development of a country. No country can gain sustainable monetary development without considerable funding in human capital. Education enriches humans' information and complements their technical talents of exploring new ideas. It improves the satisfactory in their lives and leads to extensive social blessings to individuals and society. Based on comprehended outcomes following conclusion were put forward. As the results of present research study are important for the policy-makers and open new venue and door for the future direction about the curriculum development or alignment. The following suggestions or recommendations are a result of the images assumed at the achievement of the present restudies. Curriculum is the important segment of the educational content. That arise the educational dimension at parallel mode. In this regard, additional research should be conducted so as to fulfill the gap as well as compensating precise reflection to in what way co-curricular alignment are happening or categorized. To validity and reliability of the present outcomes it should be suggested that the, similarly cross-sectional and longitudinal effort ought to be executed.

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